



# SC Annual School Report Card Summary

Washington Center  
GREENVILLE COUNTY  
Grades: PK-12 Enrollment: 145  
Principal: Penny Rogers, Ph.D.  
Superintendent: Mr. Burke Royster  
Board Chair: Mr. Chuck Saylor

**PERFORMANCE** Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

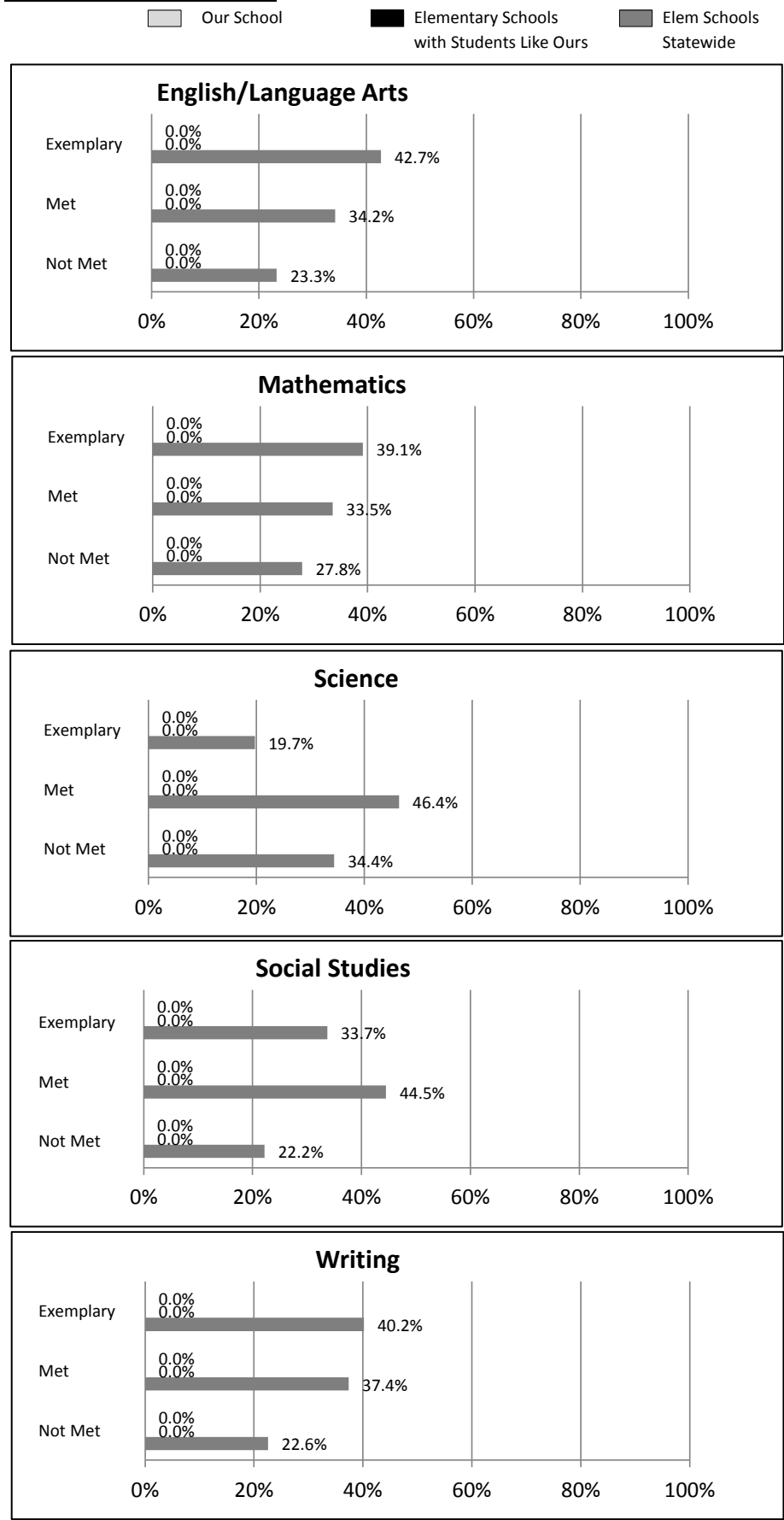
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	N/A	N/A	TBD	TBD	F	N/A
2013	N/A	N/A	N/A	N/A	A	N/A
2012	N/A	N/A	N/A	N/A	C	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	0	0	0

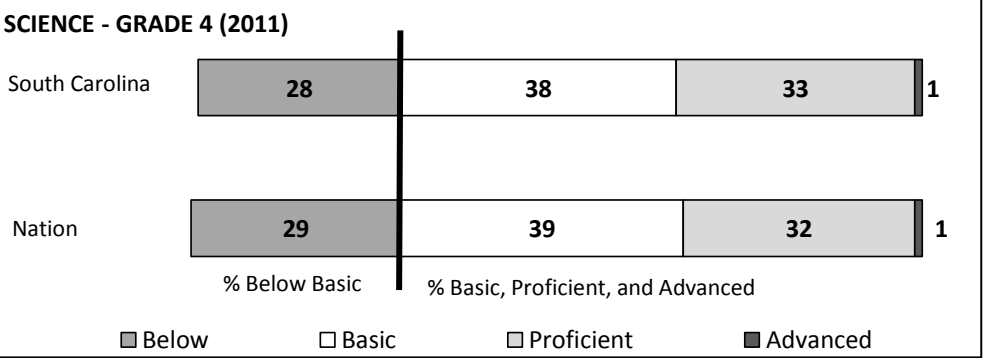
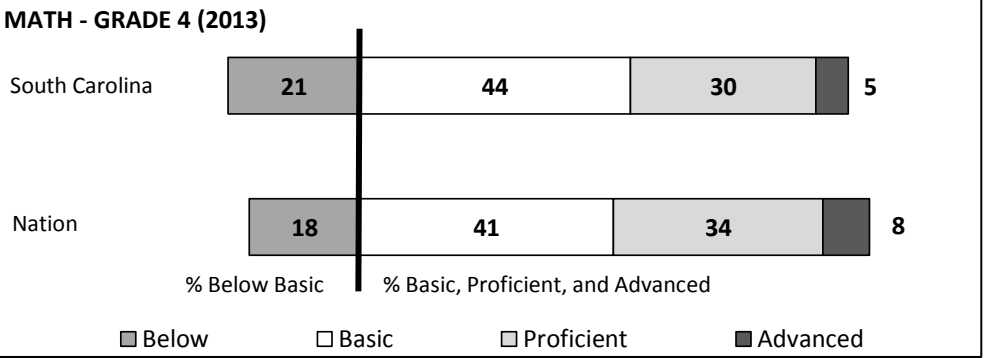
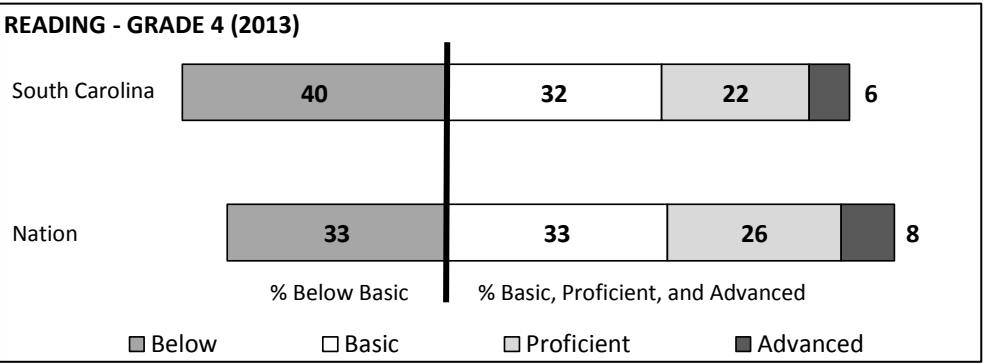
\* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE



NAEP\*

\*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined



Washington Center  
GREENVILLE COUNTY  
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 145)				
Retention rate	8.5%	Down from 11.2%	1.6%	1.0%
Attendance rate	91.8%	Up from 90.8%	96.0%	96.5%
Served by gifted and talented program	0.0%	No change	3.1%	7.3%
With disabilities	100.0%	Up from 97.9%	13.8%	12.5%
Older than usual for grade	11.0%	Down from 13.5%	2.8%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 28)				
Teachers with advanced degrees	46.4%	Down from 50.0%	59.5%	62.3%
Continuing contract teachers	75.0%	Down from 80.8%	75.0%	81.2%
Teachers returning from previous year	84.5%	Down from 85.8%	84.1%	88.4%
Teacher attendance rate	93.1%	Down from 93.6%	95.3%	95.3%
Average teacher salary*	\$45,352	Up 0.7%	\$46,198	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	8.8 days	Down from 13.6 days	10.4 days	10.9 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	5.3 to 1	Down from 5.6 to 1	18.6 to 1	19.9 to 1
Prime instructional time	84.2%	Up from 83.9%	90.4%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	No change	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$26,455	Down 0.6%	\$8,339	\$7,680
Percent of expenditures for instruction**	75.3%	Up from 74.0%	65.7%	66.8%
Percent of expenditures for teacher salaries**	74.6%	Up from 74.0%	64.8%	66.0%
ESEA composite index score	38.3	Down from 95.0	71.3	85.7

\* Length of contract = 185+ days.  
\*\*Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	12	N/A	9
Percent satisfied with learning environment	100.0%	-4.0%	-4.0%
Percent satisfied with social and physical environment	100.0%	-4.0%	-4.0%
Percent satisfied with school-home relations	83.4%	-4.0%	-4.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Washington Center, located in Greenville, South Carolina, is a public school serving approximately 146 students who have documented severe to profound intellectual disabilities. Many of these students also have serious medical conditions, as well as sensory and motoric challenges. Placement at Washington Center is based on IEP (Individualized Education Program) team recommendation, and students are transported from all across Greenville County on specialized buses. Qualifying pre-school children, ages three through seven, participate in Washington Center’s early childhood program housed at an alternate location, Washington Center @ Hollis.

Washington Center’s primary facility, completed in 2005, has eighteen self-contained classrooms, a multisensory suite, a multi-purpose gym and a media center, in addition to art, music, environmental science and daily living classrooms. Also available on the main campus are a greenhouse, an instructional kitchen and a speech lab. Washington Center @ Hollis has been specifically designed and equipped to meet the needs of preschool children. There are six classrooms, a multi-sensory suite, and a therapy area. Additionally, at both sites, nursing and speech language, occupational and physical therapies are provided, as are itinerant vision, O&M (orientation & mobility) and hearing services. Modern handicapped accessible playgrounds are available at the main campus and at Washington Center @ Hollis.

Academic instruction is aligned with SC standards, and students at designated grades are evaluated using the state’s alternate assessment. In 2013-2014 teachers introduced the “Unique” curriculum which currently guides instruction. Unique lessons are supported by programs such as Mobility Opportunities via Education (M.O.V.E.) and adaptive environmental science and daily living skills. Additionally, augmentative communication and assistive technology are regularly incorporated into instruction, and classrooms are equipped with touch screen computers and interactive white boards.

Washington Center students participate in Special Olympics and Challenge Day on local university campuses, as well as numerous special events at school and elsewhere. Dog therapy is provided monthly; and, students have frequent opportunities to interact with nondisabled peers as a result of partnerships with local elementary, middle and high schools. Students 13 and up have regular off campus community based instruction, and high school students operate a weekly restaurant, “Seagull Grill”, where they prepare lunch or breakfast to sell to the staff.

Communication with stakeholders is considered to be a priority at Washington Center. Parents receive frequent updates from teachers and administrators via newsletters, emails and personal notes; and, the school maintains a Facebook page and a You Tube account. Additionally, an annual “Report to Parents” and a quarterly newsletter, “The Seagull Express”, which is also translated into Spanish, are published. A regular Friday afternoon telephone message from the principal summarizes the week’s activities and previews upcoming events.

Business partnerships are essential to the Washington Center program in terms of both donations and volunteer hours. PTA and SIC members engage in fundraising and serve in advisory roles. Committed staffs, families and community friends are united in support of Washington Center’s mission which is to provide opportunities for students to explore and develop